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**VOLUME 8**  
**NUMBER 4**

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# THE MICHIGAN LIBRARIAN

THE OFFICIAL ORGAN OF THE MICHIGAN LIBRARY ASSOCIATION

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1943

VOLUME 8  
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Number

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## *A Letter*

To the members of the Michigan Library Association:

AT THE beginning of this our second year of war, the time is at hand for us in the library profession to take an inventory of our accomplishments, our aims, and our opportunities.

The cornerstone of our present library system was laid by the Ordinance of 1787. Upon this, statesmen and public minded citizens have built a firm foundation in the constitution and statutes of our state, and have provided thereby the means through which library service can be made available to each and every individual.

Through the years, librarians and citizens have worked together to establish and extend library service. The accomplishments have been great. We cannot, however, be content with what we have achieved. There are still many thousands in Michigan for whom no public library service is provided. Many of our schools are not yet equipped with libraries which can satisfy even minimum needs. While these defects cannot all be remedied within a short time, a strong concerted effort on the part of librarians and citizens will bring about a decided improvement.

State aid for public libraries, through financial assistance to local governmental units, has had a pronounced effect on the extension and betterment of library service. Through in-service training, provided by the State Board for Libraries in its workshops, and by the Michigan Library Association in its institutes, librarians have been given opportunities to develop renewed interest in their work, a larger vision of their job, and a knowledge of the latest techniques of doing their work.

In these difficult and uncertain times, when our brothers, husbands, and sons are fighting in the hot jungles and deserts or keeping watch in the icebound regions of the north, and when fellow human beings are slowly starving to death in the countries beyond the oceans, our first impulse may be to class libraries as non-essential to our greater efforts in this world struggle. But let us not be too hasty. As librarians we have a duty, as vital as that of any soldier, to keep alert to the best thought on current affairs, and to know the most useful books and pamphlets on technical developments, food, health and many other subjects which are pertinent to our war effort. Moreover, it is not only our duty to know these books and have them available in the libraries but to see that they reach the person who needs them, even though he may be unaware of this need. We have also the responsibility of developing our libraries so that, when this war is over, they will be a vital factor in the reconstruction which must inevitably take place.

This year we will be faced with many difficult decisions as to what is the best course to follow. Let us keep steadily in mind the goals toward which we strive and make our decisions accordingly.

EUDOCIA STRATTON, President  
Michigan Library Association

# WHAT ARE WE FIGHTING FOR?

By JOHN MACKENZIE CORY

IN his recent message to American librarians Elmer Davis, Director of the Office of War Information, commended them for having "already taken up the challenge with which this war has faced them." This is a fitting recognition of the enlightened leadership now offered by our profession and it marks a turning point in our status as librarians. During the past few years there have been many such tributes to the power that our free libraries can exert in our united efforts to achieve an enlightened citizenry. Nearly always, however, we have been impressed also by our failures, shared by many, —our failure to realize earlier the menace of the war in which we are now engaged; our failure to reach out and rouse the people to the nature of the conflict; and our failure to wield the weapons which stood ready—but often dusty—at our hands.

Perhaps we have had enough of such warnings, accusations and challenges; perhaps we have wakened to the measure of our responsibilities; and perhaps we now march forward, making the fullest possible use of our resources.

It is in this spirit of responsibility then



*EDITOR'S NOTE: John Mackenzie Cory received his certificate in librarianship from the University of California, School of Librarianship, in 1937. In October, 1938, he went to the Graduate Library School, University of Chicago, where he completed residence requirements for the Ph. D. After two years as director of libraries at the University of Alabama, he was appointed in February, 1942, senior public library specialist in the Library Service Division, U.S. Office of Education. In October, 1942, he became chief, Library Liaison Unit, Office of War Information, Washington, D. C.*

*"What Are We Fighting For" is the address given by Mr. Cory before the Michigan Library Association at the Annual Conference held in Lansing, Oct. 14, 1942.*

that we quite properly ask, "What are we fighting for?" Surely if we, as educational leaders in our community, cannot answer this question then we cannot expect our fellow citizens to have the basic understanding which is universally necessary if we are to win this war. We, as librarians, are aware that much has been said and written about our war aims. Libraries are among the chief channels for publicizing the answers which have *already* been given. They are a more permanent and therefore more important channel than many.

For instance, the newspapers reached a tremendous audience with the Atlantic Charter, the message of President Roosevelt on January 6, Vice-President Wallace on May 8, Under Secretary of State Welles on May 30, and Secretary of State Hull on July 23. *These* are the great expressions of what we are fighting for. Now, looking back and realizing their significance, we see that other agencies must continue the job of carrying those words to the people. It is now, to a large degree, the job of libraries to make the printed word permanently, freshly, and more extensively available. Let us hope that many more Americans may come to know and understand the Four Freedoms through the libraries of this country and that our efforts may multiply by many times the number of those who know the truth and, by that knowledge, fight a better fight.

But we also recognize that much *remains* to be said in answer to our question, "What are we fighting for?" On many points we are not yet clear, we have not spoken, we have not even agreed. Then, too, the growing store of what has already been stated must be continually re-stated and adapted if it is ever to be universally understood. There must be constant provocation so that we will all think and read and talk and understand.

"Learning the truth is a complicated job." That is one of the many fine statements in the recent Office of Civilian Defense hand-

book, *What Can I Do*. We, as librarians, can do much to make this learning process less complicated and less forbidding. To illustrate this point, I want to direct your attention to a problem inherent in our subject. It can be shown by re-stating our topic in two different ways: What are we—the thousand million—fighting for? and, What are we—each of us—fighting for? It is apparent that this global war is fought on such a scale that we as individuals stand in danger of failing to see our own role in proper perspective.

It has been said that no people will fight to the utmost unless they feel that they have a personal stake in victory. In my opinion, the librarian's greatest opportunity today is to interpret global war to the individuals in his community in such a way that each citizen sees clearly and inevitably the challenge and threat directed at him personally.

This is not an easy job. I have referred to the "thousand million"—that stirring phrase which embraces all our allies and our

friends. This phrase gives reassuring scope and body to that other concept, the United Nations. It may also fill us with an uneasiness at the nearly astronomical size of our job. Does any one person really matter when we talk of so many? Is each of us needed? Do all those others think as we do? Are they fighting for the same things we are? These and many similar questions must be answered and they can be answered with the help of librarians and books.

The library has always been a citadel of self-education and it is now more important than ever before, since enduring morale must mainly rest on self-achieved understanding. Through the processes of library book selection, book display, book suggestion, and public discussion the people, as individuals, can come to realize the meaning of this war and what we are fighting for.

Here is a specific problem. How can each of us—each one of the thousand million—come to realize that Fascism is no abstract

## MISS HELEN E. CAMPBELL — *An Appreciation*

WITH the present issue of *The Michigan Librarian* Miss Helen E. Campbell relinquishes editorial responsibility for the magazine with which she has been so long identified. Her resignation comes only because illness in her immediate family makes it impossible for her to carry on.

The history of the magazine since Miss Campbell began her work is a tribute to her ability and to her willingness to serve. The first issue appeared as the *Michigan School Librarian* in 1934 when the State Executive Board for School Libraries sponsored it for their section. In 1936, the name was changed to *The Michigan Librarian*, and later it became the official organ of the Michigan Library Association. Publication has continued practically without a break to the present time. The current issue has a circulation of 1200 copies.

Much of the prestige which *The Michigan Librarian* has acquired and maintained through its eight years of existence is due directly to Miss Campbell's continuous effort as editor to build and maintain policies of broad professional import. The appreciation of the Michigan Library Association as a whole goes to her for this progressive attitude and for the intelligent management which have had so great a part in making *The Michigan Librarian* one of the finest publications of its kind.

The Executive Board has asked Miss Grace A. England to assume the editorship. Miss England is Chief of the Downtown Library of the Detroit Public Library. Her professional contribution to the Michigan Library Association includes a term as chairman of the Group Relations Committee, followed by two consecutive terms, just concluded, as treasurer of the Association. She has selected Miss Dorothea Dawson, Miss Barbara Fleury, Miss Florence Severs, and Miss Alice Moore to serve on the editorial staff.

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threat to our principles, but a very real threat at our separate selves, a sword directed specifically at each of us? The library can do much to localize and personalize this threat. It can discover and publicize all books, articles, and details which may have a particular meaning to its community or to individuals in that community. When December 7 rolls around it can build an exhibit and shape its program around such a theme as "One year ago war came to Kalamazoo"—or Muskegon, or Detroit. Not just to Pearl Harbor, or the United States, or the thousand million, but to each of us.

The library can search its files for evidence of how war came over the past few years—local evidence, local relationships, local comparisons. Then, "write the vision, make it plain upon tables, that he may run that readeth it." Write the vision so that each man may realize his personal peril, and can give his utmost because, at last, he understands what the war means to him.

Another great lesson that must be brought home to each of us is that the victory we seek must first of all be a "personal victory over prejudice, inertia, and want of faith," as Henry Wriston so ably puts it. At a recent Institute for Librarians on War Issues, librarians from the states around our nation's capital testified to the chief stumbling blocks in the library's march toward wider understanding. One of these obstructions seemed to be the failure of many individuals to realize that the war means personal sacrifice and not merely hardship for someone else; means tolerance at home and not democracy somewhere else. The ways in which each of us can participate may be small but they add up to a greater total than we realize and they are increasing every day.

We have looked briefly at examples of the library's great opportunities to dramatize the personal impact of this war. Let us turn now to general principles which can help us to *learn and tell* the story of what we are fighting for. We can soon discover that the problem of contrast between global war and a personal stake, between the infinite and the infinitesimal, is not new and that there are other fields to which we can turn for ideas. For instance, theologians have long

wrestled with the burden of explaining a universal but nonetheless personal deity. The falling sparrow is a familiar Biblical symbol to all of us and one that we might well ponder as we think about our guiding principles and practical approaches.

There is another parallel for our struggle to explain a global war in personal terms. Democracy itself depends for success on the exercise of our franchise. Too often we see people failing to vote because they do not see how their vote can matter. So practical politics and its handling of this problem has some hints for us, too.

Democracy bears the germ of still another personal approach. We are all familiar with the principle that democracy must be characterized not only by majority rule but by tolerance of minorities. Let us recognize that we are, each of us, members of minority groups and that such groups offer an avenue for achieving personal understanding. When we completely visualize the thousand million it becomes clearer to us than ever before that we are *all* minorities—because of race, creed, color, education, profession, income, or culture. Let us capitalize on the specific personal interests we each have as members of minority groups. Let us interpret our war aims in the specific field of interest and understanding which identifies us as Catholics, Negroes, lawyers, farmers, union organizers, Colonial Dames, or whatever we happen to be.

In the light of such diversity we should also emphasize how impressive it is that we have already agreed on some of our basic aims and have a real chance of achieving still greater general agreement as to other goals. We seek a total victory over our enemies; and we seek a global peace past victory. While these may seem obvious to us we should remember that our agreement was not inevitable. If it had not been for Pearl Harbor we might now be divided in our intentions toward the enemy. And our joint search for peace stands in sharp contrast to our foe's battle for the right to go on making war. So, on two major issues we are truly united. We must broaden the range and depth of that unity.

It seems to me that we educators have

certain responsibilities in this particular phase of our struggle. We must study everything of importance that has been said and written about what we are fighting for—the expressions not only of our leaders but of individuals and minorities in our communities. We must help to distill the common terms in these expressions and to publicize them as widely as possible in order to strengthen the unity they represent.

Finally, we must face squarely any aims and issues on which there is disagreement. Here lies the crux of the problem and our greatest responsibility. We have the power to provoke reading and discussion on controversial questions and we must exercise that power. We need not fear having both sides presented, providing we guarantee a fair chance for the truth to emerge, since it is the truth and only the truth in which we are interested. We must fight for the truth as we see it after thorough study and we must translate the general truths we learn into the specific truths each of us must learn.

Our search for the truth is obviously our strongest weapon—ours as librarians and ours as part of the thousand million. The totalitarian governments strive to suppress the truth and, by seeking it ourselves, we prove our good faith and attract strong supporters to our cause.

Let us admit frankly that this task seems beyond the powers of most of us. It is too general, too philosophical, too confusing, too dangerous for us to comprehend or execute. Then, let me ask, who *else* is going to explain to the people what we are fighting for? Why are *we* asking the question at all? What will happen if *we don't* try?

While we may recognize our inadequacies, let us not falter in our path. We are not without weapons as Elmer Davis tells us in the statement referred to previously. He says, "The librarian has around him, or should have, the books in which the facts are presented—the books in which the problems are posed, the considerations are reviewed and the facts are made evident."

So we must resolve to read and understand the answers to our questions and to personalize them for the people in our com-

munities. My meaning is best underlined by a statement attributed to Father Divine and quoted in a recent issue of the *Virginia Quarterly Review*. He is speaking of God but I think we can apply his remarks to our discussion of the war without sacrilege. "God," he cries, "is personalized and repersonalized! He is repersonalized and prerepersonalized! He is prerepersonalized and extrarepersonalized!" Our job might be neatly described as extrarepersonalizing the war in our communities.

It is not my purpose to describe specific ways in which librarians can do this job. I do commend to you highly in this connection the stirring reports and policy statements adopted by the Council and the Adult Education Board of the American Library Association during the past few years. In these documents the lines and methods of endeavor are clearly described. You yourselves can make your own detailed plans, bearing strongly in mind the individual and community needs around you.

I hope you are not disappointed that I have not enunciated any new war aims. That is not my job. Nor have I repeated the challenging goals already presented to the people. Those are already in your libraries and you have read them or can read them. What I have endeavored to do was to start us thinking about the question you are asking, "What are we fighting for?" And in particular I have stressed the paradoxical unity and diversity of the "we" in that question. Let us apply ourselves to this problem and, as we see the answers ourselves and interpret them to our communities, let us take the vow of the ancient Athenians and fight for our ideals both alone and with many.

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*Lexington to Fallen Timbers, 1775-1794* is the title of an attractive brochure recently issued by the Clements Library of the University of Michigan. The booklet was prepared by Randolph G. Adams and Howard H. Peckham for cadet officers, to encourage a study of the history and traditions of the U. S. Army. There are many illustrations, portraits, and reproductions of maps, letters and other documents.

# THE MICHIGAN LIBRARY ASSOCIATION CONFERENCE— —A Review

"Even the character of this annual meeting is a result of war psychology. Believing that real understanding of the democracy we talk about requires its practice in small discussion groups, the Executive Board planned a meeting in which all might see such groups in operation and thereby acquire sufficient experience to go about the task of organizing such groups in local communities." *Report of the President, C. Irene Hayner.*

By RALPH A. ULVELING

IT IS presumptuous for anyone to attempt to summarize an entire conference. The panorama of presentations, when distilled through one mind, inevitably loses much that others draw from the same discussions. With this acknowledgment of inadequacies I shall attempt to review and draw together the high points of the program.

The general plan of the convention was based on panel discussions of broad subjects led by national and state leaders. Immediately following these discussions all delegates, divided by lot into small groups ranging from eight to twenty in number,



*EDITOR'S NOTE: Ralph A. Ulveling received his A.B. degree from De Paul University and in 1928, his B.S. in Library Science from Columbia University. He joined the staff of the Detroit Public Library in 1928 as chief of the Extension Department and five years later became Associate Librarian. In June, 1941 he was appointed Chief Librarian upon the retirement of Adam Strohm.*

*Mr. Ulveling has served on many committees of the Michigan Library Association and was its president from 1937 to 1938. He had a large share in drafting the 1937 library legislation and served for a time as a member of the State Board for Libraries. He has also been active in the American Library Association as a member of numerous committees, past second vice-president, and past councillor.*

*Mr. Ulveling was the only librarian invited to serve as a member of the Commission on Post-War Training and Adjustment held at Columbia University in May, 1942 under the auspices of the Institute of Adult Education.*

discussed the application of the larger issues to library service. The theme for the first of these meetings, "What can Civilian Groups do for the War?" was followed by "What can Libraries do for the War?" The second meeting was in a sense an extension of the first, "What is being done toward State and National Planning?" supplemented by "What can Libraries do to Help in Planning for the Future?"

This courageous breaking with past practices is in line with the changed concepts of conducting professional conferences. In retrospect it becomes obvious that the earlier method of scheduling sectional meetings organized around the phases of work in which all are engaged—cataloging, reference, hospital, college library work, etc.,—led to too many discussions of techniques, too much repetition of narrow subject matter, and to a type of group isolation that failed to develop fresh viewpoints or broader conceptions of the educational service of which all are a part.

## Convention Techniques

The entire convention was a demonstration of discussion methods. Two panel discussions, with five well-informed participants taking part in each, met with unequal success. One, as frequently happens, developed into an informal symposium with each person presenting an adequate though unrelated statement of the position held by himself or his profession. The other was the most successful panel many of us had ever been privileged to hear. Because of this, I questioned the participants later to discover whether any unique and not obvious procedures had been used. All agreed that the secret lay in a "warm up" period of thirty or forty-five minutes immediately preceding

the public discussion. During that off-stage preliminary, each became acquainted with the work and the general views of the others. The question assigned was re-phrased and put into what all felt was discussable form. The annoying practice of defining terms was disposed of and each person rid himself of whatever pet idea he brought along. With all of this cleared before the group came to the platform, the discussion began at the point where the majority of panels end. Consequently what the audience heard was a real discussion of the assigned subject.

The twenty round-table discussions which followed immediately after each panel were led by selected delegates who had previously met to review informally the techniques of good discussion leadership. As should be the case, the discussions varied according to the interests and the local problems of those represented in each group. It is worthy of mention, however, that for the first time every delegate at the conference took part in the program, each met librarians doing other types of work, and all had an opportunity to get constructive help on methods through which a productive and timely educational service may be developed in their own communities.

#### *The Librarians Appraise Themselves*

In the course of the conference the spotlight was turned repeatedly on ourselves, our responsibilities, our strengths, and our inadequacies. Such statements as these seemed particularly significant: "Librarians are educators and not the tools of educators." "Librarians must be positive and not merely responsive." "Official Washington is critical of librarians because of the ineffectiveness of their work."

Several groups discussed these statements and agreed that our inadequacies stem from the fact that we are not sufficiently informed, that in many instances we ourselves need education. As one guest speaker stated, we must strive for self-achieved understanding. To correct this condition the summarizer recommended that each librarian establish for himself a reading schedule on world affairs—one book a week or one book every two weeks, to be thoroughly and thoughtfully read, not just skimmed. When each

book has been finished, the speaker advised that it be given to two or three others to read, then that all get together and talk about it. To further this, it was proposed that the State Library prepare and distribute a very short reading guide on economic and social problems of the day with annotations that will point out for each book the issues raised, its relationship to others on the list, and to the broad problems confronting us.

Other suggestions, that grew out of discussions of the critical statements made by the speakers, are worth noting. Here are a few: we must adapt our institutional mechanisms to the handling of pamphlets for popular reading; we must buy outstanding books in quantities even though other titles must be disregarded to do this; we must shelve books according to reader interest and not slavishly follow the Dewey classification; and lastly, we have an important contribution to make in molding thought and we must make it, even though to do it time-honored internal procedures must be abandoned as library staffs shrink in numbers.

#### *The Subjects Discussed*

Although one panel was responsible for directing attention toward immediate concerns and the other toward those of the future, it was apparent throughout that the two could not be completely separated. Dr. Lindeman, speaking to this point, emphasized the fact that thought processes are such that we cannot divorce the events of today from the consequences of those events.

In the course of the discussions it was pointed out that every person must know what he must do in the war; each has a specific responsibility and a general responsibility. The work of the first group, military men, the second group, producers, the third group, healers (doctors, nurses, psychiatrists), is readily recognized. The fourth group, interpreters (teachers, preachers, librarians, artists and writers), must not allow personal deterioration of people to set in. They must not allow normal services to be broken down lest the damage done be greater than that from bombs. On the positive side they must help people to understand the nature of this war: that it is not merely a war be-

*(Continued on Page 23)*

# SUGGESTIONS for GROUP DISCUSSION

By HENRY J. PONITZ

**O**N September 22, 1942, the Michigan Council on Adult Education adopted the following resolution:

"Believing that postwar rehabilitation can be facilitated by careful study during the war; and believing that accurate information and discussion are necessary for intelligent public opinion; and believing that certain techniques are more effective than others in transmitting information, achieving enlightenment, and determining course of action; the Michigan Council on Adult Education resolves to promote, facilitate, and encourage a statewide program of group discussion on the problems of war and postwar society, using face to face discussion techniques to encourage the sharing of ideas and experiences."

## AREAS FOR CITIZEN THINKING AND LEARNING

Progressive movement toward the understanding and solution of three major problems should challenge the ingenuity of every individual. One of these deals with loyalties—loyalty to school, to home, to church, to nation, to the United Nations, all directed toward a speedy victory in the war. A second deals with economics—economy in money, in time, in production, in food consumption, in clothing, in equipment, in ma-



**EDITOR'S NOTE:** Henry J. Ponitz received his A.B. degree from the University of Chicago and his A.M. degree from Teachers College, Columbia University. He has done further graduate study at the University of Michigan.

Mr. Ponitz has served as principal of the high schools at Allegan, Sault Ste. Marie and Royal Oak and was for six years the state director of the WPA Adult Education Program before becoming Consultant on extended school services of the Department of Public Instruction in November, 1941. He is also secretary, Michigan Council on Adult Education, and regional vice-president, Region IV, Department of Adult Education, National Education Association.

terials, all in terms of serving and financing the war and paying for it with subsequent individual, family, and national economic security. The third deals with postwar readjustment—readjustment to win the peace, to remain at peace, to broaden the base of democracy, to overcome undesirable nationalism, to allay fears and hatreds, to heal the sick and wounded, to make employment universal, and to unify home life, all in terms of staying united on all fronts and living socially secure as free men.

Questions such as these would be worthy and suitable for discussion: What kind of cities do we want? What social goals can be set to encourage youth to sacrifice for the future? Should a realistic program of consumer education be undertaken by the schools? Should a realistic program of citizenship education be required of the public schools? How can people be educated toward greater social, economic, and political literacy? What can be done to eliminate racial and religious discord? How can adequate health services be made available to all? What sacrifices can be made in our standard of living which will not impair basic health? What can be done in communities to promote good labor-management relations? What is necessary to build and maintain unity and security of the family? What cultural correctives does mechanization require? Each community will suggest many others.

## FACE TO FACE INFORMAL DISCUSSION AN IMPORTANT TECHNIQUE

Public adult enlightenment is being increasingly built through face to face informal group conference and discussion. This type of meeting is characterized by people "talking it over," sharing experiences, exchanging information, harmonizing ideas, and thinking together. The person attending such a group does so expecting to take an active part; moreover, he is expected to do so by

the leader and others who are present; and in doing so, he extends his base of thinking beyond the actual discussion period.

A face to face discussion group is simply one of such size and arrangement that each person can face every other person without moving. A typical group will have from ten to fifteen and probably not more than twenty-five members. The group may be seated around a table, in a circle, crescent or similar arrangement. Every person is privileged to speak and as he does may see everyone and be seen by them. Different members, but only one at a time, pick up the discussion as they have something to say. Participants in their ever-changing role of speakers and listeners remain seated, do not address the leader.

Discussion takes place under the direction of a leader and the effectiveness and value of the discussion depends a great deal upon how well he has mastered and how skilled he is in applying the art of conference leadership. The leader directs the cooperative activity, and helps to keep the discussion relevant and progressive. At appropriate occasions he calls attention to unexplored issues or points of view or he summarizes the discussion to date. All this is done briefly, inconspicuously, and with general self-effacement. Under no condition should a leader exploit the meeting for his own purposes. It is better to have an opinion expressed that seems most undesirable so that it can be considered rather than shut out. To shut it out is to fail to trust, as members of a democracy, both the person who expresses it and those who listen. After the opinions and points of view have been expressed, he summarizes the conclusions and suggestions. A good leader is a participant, not an instructor; a guide, not a dictator. He is patient, self-restraining, objective, and alert in mind. He has a knowledge of people and a stimulating personality.

One type of discussion is definitely for the purpose of coming to a decision for action. The best judgment, thinking, and information of the group is desired prior to action. "Will we spend the money?" "Shall we strike?" "How shall we proceed?"

While in such a situation there will undoubtedly be learning, the main purpose is understanding and decision for early action.

Another and very important type of discussion need not end in decision for early action. The purpose may be to learn, to understand, to build a body of knowledge and group understanding. There is a long range view, a broad view, and a belief that a sound body of functional knowledge on the part of many people is worthwhile in itself and is the heart of democracy. The leader may, therefore, direct attention to further discussion, reading or study which might be profitable. The leader's function is that of doing everything possible to help the group realize its full possibilities in the group thinking process. To do this he may at times invoke the rule of the majority in determining whether a certain premise should be tentatively accepted, a time limit imposed on speakers, an issue referred to an expert or another meeting, and the like. All this, however, can, and ordinarily should, be done informally without rigid parliamentarianism.

The discussion technique has great potentialities for enjoyable experiences. The discussion can be skilled, witty, and clever, as well as profound, penetrating, and informative. It can help to build healthy mental attitudes and appreciation and respect for one another. It can carry with it the values of parlor or lounge conversation. It can impart a closeness of feeling and interest and can dissipate prejudice, suspicion, animosity, and undesirable emotionalism. It has the inherent potentialities of creating the cooperative attitude, the give and take spirit, the willingness to understand. These hold not triumph but truth, wisdom, understanding and sociability as their reward. Applied to daily life, they make of democracy a living reality.

Straight uninterrupted progress toward a set goal must not be expected. Thinking rarely proceeds in that manner. Trial and error will enter, steps must be retraced, issues and objectives restated. This must not be interpreted as failure to progress. Progress toward understanding and the solu-

tion of social and political problems does not proceed with mathematical precision. At times the group will be like passengers on a raft in a heavy sea. They will be tossed about, most of them will get wet, all will manage to keep afloat. This provides refinement and clarification, in fact experimentation, yielding the same results that, in mechanical realms, are obtained in the laboratory and on the proving ground. Instead of being wasteful it seeks to avoid waste. It is democracy's way of improvement.

#### SELECTION AND STATEMENT OF THE TOPIC

The selection of the topic, problem, or question is important. Obviously it would not be one which can or should be answered by consulting the recorded or available facts, such as: What is Communism? How far is it around the earth? What were the casualties in the first World War?

A suitable topic for discussion is one which has value and would likely deal with policy, procedure, or evaluation. It should be in line with the interests, preferences, capacities, needs, and knowledge of those who are to participate. Questions of current interest, related to the group or community concerned, are usually preferred. Today topics would center around phases of the war: manufacturing guns and machines, producing food, safeguarding health, and the like. Wherever possible the group selects or has a voice in the selection of the question.

The exact statement or phrasing of the topic has important bearing on the progress and fruitfulness of the discussion. Which way America? After the war, what? Socialism, Facism, and the like may make good titles for books but will not do for a topic to serve as a basis for an hour or two of group deliberation. The topic should be delimited; the problem clearly expressed in the form of a proposition, resolution, or question; and given as a complete statement. This is a prerequisite to good discussion. Should married women with young children be employed? Should consumer information centers be established? These are questions stated in a manner to permit profitable discussion.

#### SUGGESTIONS FOR DISCUSSION GROUP LEADERS

1. Make it a point to know the techniques of good discussion leadership so well that you can apply them in actual situations. Learning discussion leadership, like learning to drive a car, requires practice as well as information.
2. Know the function of the leader. A leader is there to keep the views of others coming, not to express his own views nor answer questions.
3. Be generally informed on the question. New approaches, issues, and problems can be seen when a leader has a good "feel" of the question.
4. Have the room physically comfortable. Discussion lags when a room is stuffy, cold, or poorly lighted.
5. See that everyone is comfortably seated, each in view of the others.
6. Suggest that members remain seated as they speak.
7. See that everyone is acquainted or introduced; call each member by name. It helps to keep the discussion informal.
8. Emphasize at the outset that everyone is expected to take part but that there are to be no speeches, no monopoly of time by one or a few.
9. Start and close on a scheduled time.
10. Be equipped to take notes even though you may have a secretary; brief notes are helpful in directing progress and making summaries. A blackboard can often be used advantageously to record points, contrasts, or outlines.
11. See that the question is understood by everyone. Generally an introductory statement of the question is made, how it arose for discussion, why it is important or facts about it. It may be that a person other than the chairman is in an equally good position to do this.
12. Have several pointed questions to address to the group if needed to open discussion.
13. As a rule do not address questions to individual members unless it is to help them in what they are trying to say.
14. Show appreciation for each member's contribution. Radiate interest. Personally

reject no comment as incorrect or unworthy. Encourage the group to evaluate merit by saying: "What experience have others had?" "Let's discuss this." "Do you agree?" Direct the discussion to the salient and fruitful.

15. Keep the discussion relevant and making progress but not narrowly grooved. Summarizing or restating issues helps to bring it back.

16. Have the discussion proceed among members, not between leader and successive members. Be a director of thinking, not an instructor.

17. Point out important angles that are being neglected by saying: "Was this mentioned?" "Does this fact have bearing?" "Did Jack mean this?" "Are we agreed on this phase?"

18. Keep the discussion friendly and informal and from becoming too serious. A story, an apt remark, a good laugh will help.

19. Summarize frequently: "Is this your conclusion?" "What has been said?" "Are we agreed on this?" "Is this the point on which we are disagreed?"

20. Close the meeting with a summary, pointedly but briefly, isolating ideas from verbiage, giving ideas, progress in thinking, conclusions, decisions, disagreements, unsolved issues. End with spirits high and a desire for further study and discussion.

#### SUGGESTIONS FOR DISCUSSION GROUP MEMBERS

1. Speak up freely. Your ideas count.
2. Speak without addressing the leader. Make it spontaneous. Let the leader recognize one if several want to speak.
3. Make your discussion proceed among members, not between the leader and members. A succession of dialogues between the leader and different members is contrary to good discussion technique.
4. Listen carefully. A good listener is just as essential to true conversation as a speaker.
5. Do not monopolize the time. You are conversing, not making a speech.
6. Remain seated. It will help to keep the discussion friendly, informal, and conversational.
7. Try to get the views of others as they

are expressed. Be ready to merge your ideas with others. Make truth, solution of problems, settling a difficulty, improvement of the common welfare the goal rather than your opinion or your welfare.

8. Hold your point when you have a fundamental difference. Do it on a friendly basis of disagreement. Restate it, give an example, or elaborate to make it clear.

9. Avoid the extreme positive attitude and statements. It may be hard to "save face" in view of data which others may present. Express differences as: "It appears to me. . . ." "As I see it. . . ." "Am I incorrectly informed in. . . ?"

10. Note important questions and facts that you find in your reading and study or over the radio. Bring them to the discussion.

11. Follow discussion by study. You are an important factor in our democracy and your knowledge and enlightenment count.

Much can be done to improve discussion by understanding and applying good discussion techniques. There truly are techniques which must be understood if discussion is to be profitable and satisfying. It is suggested, therefore, that some study be made of the techniques involved and skilled leadership obtained wherever possible.

#### Greetings to a New Friend

#### Library News

Now two months old, the *Library News* is the publication of the Michigan State Library. The first two issues have contained much material to bring the services of the State Library to the attention of librarians. There are lists of magazines and pamphlets now available at little or no cost; a generous proportion of its twelve mimeographed sheets is devoted to personal news of librarians throughout the state, and many items of professional interest to all librarians. The *Michigan Librarian* offers its congratulations and its good wishes for a successful career.

# THE YEAR 1942 - *Its Accomplishments* *As Reflected in Official Reports*

THE growth of the Association and its place in the furthering of library interests in the state are reflected with some accuracy in the reports and recommendations of the officers and committees as presented at the Lansing Conference. Many of these reports are well worth printing in full. Regrettably only a brief summary of them can be given in these pages.

#### PRESIDENT

The President's report pointed to the dual nature of the year's activities—those activities which resulted directly from the fact that the country is at war and those which look toward the future development of libraries especially during the postwar reconstruction period. Recognizing the need for a more effective exchange of ideas and information and a keener sense of the value of sound publicity, the President suggested that a plan of cooperative news reporting might be worked out advantageously between the Association and the State Library.

The year saw the adoption of a certification code for librarians in public libraries, an accomplishment in which the State Board for Libraries and the Association can take justifiable pride. The President cautioned that both this and the code for school librarians, which also went into effect this year, will require constant vigilance if their common purpose—the raising of standards of professional librarianship is to be realized.

Referring to the work of the Planning Committee in allocating to specific libraries responsibility for collecting and preserving complete files of certain local newspapers, the President suggested that such cooperation might well be extended to other fields. A central cataloging project for small libraries in the state might be considered; or, for example, several libraries might pool their funds and together employ an expert in the field of publicity or a specialist in adult education, who would be at the service of each cooperating institution.

President Hayner summed up her recommendations in these words: "I feel that our greatest need is the development of a concept of library service which takes librarians out of their libraries with their books, into factories, women's clubs, day nurseries, class rooms, and farmers' and industrial workers' meeting places rather than to wait for people to come into the libraries for them. Also, we need a larger percentage of our members actually working on Association projects."

#### PLANNING COMMITTEE

The Planning Committee emphasized in its report the need for coordinating the various activities of the Association and recommended the appointment of a paid executive secretary on a permanent basis, this officer to attend all committee meetings, keep a record of business transacted and topics discussed and serve as a liaison officer between the committees and officers. A suitable person could do much toward securing coordination and continuity in the work of the Association.

The committee asked the President of the Association to appoint a special committee to study the penal fine situation in Michigan with the ultimate purpose of capturing all proper revenues for libraries. In explanation of this, it was pointed out that there is widespread feeling in library circles that by devious means and methods penal fines are being siphoned off and that libraries are receiving far less than they are entitled to receive under the law. Overlapping city ordinances and state laws and questionable accounting practice are thought to be the chief methods by which penal fine support is being withheld.

Other suggestions of the committee: That the Adult Education Committee ascertain where adult education activities are being carried on by libraries, and that it publish the information obtained, and

That the Public Relations Committee publish maps, charts, etc., showing the pres-

ent condition of library service in Michigan, including the various factors and conditions such as population, land valuation, and other pertinent data.

Two important proposals were approved and carried out by the committee. One has to do with files of state newspapers, the storage of which in many libraries has become burdensome. The committee prepared a list of about forty of the leading newspapers published in Michigan and circularized the libraries most likely to preserve these papers. Librarians were asked to indicate which papers were being received, which were preserved in bound files and those for whose permanent preservation they would be responsible in the future. The committee will shortly publish a list of the newspapers and the libraries which have agreed to acquire and preserve files. This will permit other institutions to eliminate their holdings if they so desire.

The second important accomplishment has to do with postwar planning. The committee asked approximately one hundred Michigan libraries to list their postwar plans and the probable amounts of money involved. A summary of the replies was sent to Professor George Ross of the Michigan State Planning Commission. The questionnaires themselves were deposited with the State Librarian. They contain many important data which may be of great value when the proper time to take advantage of federal and state grants arrives. The committee urges continued emphasis upon the need for careful postwar planning.

#### ADULT EDUCATION COMMITTEE

The Adult Education Committee focussed its activities on keeping librarians informed of free or inexpensive material relating to war and civilian defense. Four circulars were sent to a list of approximately three hundred libraries. The subjects of the circulars were:

The need for cooperation with existing agencies within our communities.

The importance of discussion groups.

Music, crafts, and other activities conducive to keeping up civilian morale.

A list of available speakers from colleges

throughout the state, their subjects and fees.

#### COMMITTEE ON INSTITUTES AND IN-SERVICE TRAINING

This committee faced unusual difficulties in planning for the summer institutes due to the withdrawal of help formerly extended by the Division of Program Study and Discussion of the Bureau of Agricultural Economics, and the uncertainty of transportation. A full report on the programs of the Institute held at Waldenwoods and the combination Institute and Workshop held jointly with the State Board for Libraries at Camp Shaw near Munising, appeared in the October issue of the *Michigan Librarian*.

The subcommittee on County Library Internships reported on a plan developed by the committee designed to give supervised experience in county or regional library service to selected library school graduates interested in this field of work. The first interne, Miss Mary Jane Fox of Bay City, was assigned to the Wayne County Library and began work September 15, 1942.

The subcommittee on Teacher-Librarian Training recommended that a committee of teachers who would be teaching the courses in teacher-librarian education be appointed to develop a plan for minimum essentials of possible course content, using the findings of the previous committees as the basis for such courses.

#### LEGISLATIVE COMMITTEE

The attention of the Legislative Committee was centered largely upon certain needed changes in the present state aid law. The committee recommended that the incoming legislative committee draft a revision of the law which will make clear that the underlying principle of the law is to supplement the appropriation of the local community for public library service *not* to supplant it, and to clarify other points. The committee urged that all members stand ready to help with publicity when the budget appropriation for state aid comes up, and also that they keep in mind the state library budget and watch for information from the legislative committee. Through concerted action of the membership as a whole, piloted

by able leadership, we can best achieve our ends, for the appropriation bill has to be battled for each year the legislature is in session.

#### MEMBERSHIP COMMITTEE

The Membership Committee has been represented at all district meetings to collect dues, and has made an effort to contact personally all prospective members of the Association. Letters have been written to each member whose dues are delinquent.

A count of the membership lists made on September 22 gave the following results:

Individual members in good standing . . .	871
Institutional members in good standing . .	78
Total . . . . .	949

A total of 91 new members joined the Association and 163 who were members in 1941 have allowed their membership to lapse.

#### COMMITTEE ON SALARY, STAFF AND TENURE

According to the report approximately fifteen hundred questionnaires were sent to 274 libraries in order to ascertain the status of librarians in Michigan. Only 50 per cent of the libraries replied but from those reporting it was concluded that: Salaries are far too low; tenure is uncertain; pensions for librarians in smaller places are nonexistent.

It was recommended that the survey be extended into another year to include school librarians, and that a detailed study of salaries and pension be carried on with the use of information compiled from questionnaires in hand. The committee urges that the Executive Board establish a board of professional status which will represent all interests in the library profession in the State of Michigan.

## *The County Library Institute*

By VIOLA K. FITCH

The Institute, planned for county librarians and members of county library boards, had a registered attendance of 43. Mrs. Loleta D. Fyan, State Librarian, presided at the opening meeting in Mason. The meeting was preceded by a tour of the Ingham County Library.

Discussion centered around the duties and responsibilities of county librarians and members of county library boards. Discussion brought out the following:

1. The board should consist of lay persons, representing all points of view in the community.
2. It should hire the librarian and assist in contacts with the county supervisor and the general public.
3. The librarian is the executive officer of the board, as well as the administrator of the library.

Further discussion attempted to define the relationship between the county libraries and the State Library. Emphasis was placed upon the fact that the policy of filling personal requests sent to the State Library

would vary in different counties.

Dr. Howard Y. McClusky was the speaker at the second session. His talk outlined the contrast in educational background between the present army and that of World War I. The present army has six times as many high school graduates. He pointed out that libraries are a force in adult education, and that the federal government is not unmindful of this fact. He discussed the need for the expansion of adult education after the war.

Mrs. Lillian Navarre, librarian of Monroe County Library, presided at this meeting and also at one section of the final session of the Institute held at Michigan State College. Discussion was devoted to the outlining of possible objectives of a county library in wartime.

The other section of the final session, led by Mrs. Mary Kenan, librarian of the Muskegon County Library, was devoted to the practical problem of division of the book budget and the general policies of book buying.

# Recent Activities at the State Library

By MRS. LOLETA D. FYAN, *State Librarian*

THE reports of the Michigan State Library staff for November and December, presented to the State Board for Libraries, show that this was a busy and interesting period for all those connected with the State Library.

Members of the State Board for Libraries, as well as many of the members of the staff, devoted much time to the preparation of the budget for the 1943-45 biennium, which was filed with the state Budget Department on November 30. The following amounts have been requested:

For state aid grants . . . . . \$440,000 annually  
For the expenses of the State

Board for Libraries . . . . . 2,000 annually  
For State Library . . . . . 142,235 for 1943-44  
For State Library . . . . . 144,705 for 1944-45

The largest increases for the State Library are requested for the book fund and for the establishment of two extension offices, one to be located north of the Muskegon-Bay City line and one in the Upper Peninsula. Each office will be in charge of a library consultant who will work in a third of the state to give advice to local officials, library boards and librarians on the organization, operation and improvement of library service.

Certification requirements for the librarians of public libraries were revised and mailed to the chairman of each library board and to each head librarian. These requirements which became effective July 1, 1942, will be used as a basis for qualifying for state aid grants for the year 1943-44. Planning for next summer's vocational workshops has started. Waldenwoods, Hartland, has been reserved for the week of May 31 to June 4, 1943, and the Conservation Training School at Higgins Lake is saving the week of June 21-25, 1943, for librarians. The dates for the Upper Peninsula workshop have not been set, but the meeting will probably be held at Camp Shaw, near Chatham and Munising.

The State Board for Libraries and the Executive Board of the Michigan Library Association held a joint meeting to discuss plans for institutes and vocational workshops, legislation, problems connected with the distribution of penal fines, and other matters of mutual interest. The State Board for Libraries attended the monthly meeting of the State Library staff at which the functions of the State Library were discussed.

The State Librarian and the Assistant State Librarian had an unusual opportunity to attend six regional conferences for the discussion of wartime and postwar development. These were called by the Michigan members of the committee on the Northern Lakes States Region, who are working with the National Resources Planning Committee. Mrs. Loleta D. Fyan, State Librarian, presented the case for libraries at meetings at Traverse City, Higgins Lake, and Alpena. Miss Helen Clark, Assistant State Librarian, spoke about library service at the meetings at Newberry, Escanaba, and Iron Mountain. Later, recommendations for the future development of library service in the upper two-thirds of Michigan were filed for inclusion in the next revision of the federal report on the cut-over area of the Northern Lake States Region.

The 1942-43 program for Miss Ann Wheeler, School Library Consultant, has been set up. General advisory service is now offered to all school libraries, public and parochial, by both correspondence and visits. The importance of standards for personnel, book selection, housing and equipment will be stressed, as well as the need for cooperation between school and public libraries. Miss Wheeler is working with members of the State Department of Public Instruction, the Curriculum Study Committee, the Bureau of Cooperation of the University of Michigan and the teacher training agencies.

## *Legislative Committee Program for 1943*

In a legislative year the first responsibility of the Legislative Committee is to act as the Association's representative in investigating all bills affecting the libraries of the state. In the 1943 session of the Michigan State Legislature which opened on January 6th, the continuance of state aid for libraries and the appropriations for the State Library and the State Board for Libraries will be matters of paramount importance to the members of the Association.

The enactment of the State Aid Law and supporting appropriations in previous years was due, in a large part, to the efforts of friends of libraries and the librarians of the state. It must not be assumed that these appropriations are now assured and automatic. They must receive active support, and in addition, the membership of the Association, as individuals, must stress the importance of library services in wartime and the need for their extension. Members and friends of the Association will be advised at intervals of all legislative developments concerning libraries and of the assistance they may render. A small brochure setting forth the functions of a library essential to a war effort and the accomplishments under the state aid law is now in preparation.

A subcommittee has been appointed to study the question of penal fines as a source of library revenue. A report will be made to the membership during the year. A subcom-

mittee has also been appointed to review the present county library law to determine if revision is needed. Another subcommittee is preparing, for possible introduction in the present legislature, corrective legislation to clarify minor points in the present State Aid Law.

### THE DELTA COUNTY CASE

A decision involving penal fines, of interest to librarians, was handed down October 5, 1942, by the Circuit Judge of the 25th Judicial District. The Treasurer of Delta County sought to recover fines paid into the city treasury of Gladstone by justices of the peace for violations of city ordinances which were also violations of the general laws of the state. In the Court's opinion such fines should have been paid into the county treasury to be used for school library purposes. The City of Gladstone and the City of Escanaba have filed notices of appeal, such appeals to be heard in the January term of the State Supreme Court. Only Home Rule cities are involved.

The amount of the fines is, in the case of the larger cities of the state, considerable. According to press reports in the city of Grand Rapids the amount involved approximates \$80,000 annually. The Board of Library Commissioners of Grand Rapids filed a petition for the right to intervene in support of the Treasurer of Delta County.

### JOINT FACULTY COMMITTEE SERVICE ON DISCUSSION

Following the annual meeting of the Michigan Council on Adult Education on September 22, 1942, a group of representatives from five of the seven state-supported colleges of Michigan formed themselves rather spontaneously into a joint faculty committee whose purpose is to implement the council's resolution encouraging a state-wide program of group discussion on the problems of war and postwar society. The committee includes in its membership Mr. Jackson E. Towne, Dr. Orion Ulrey, Mr. Guy Hill and Mr. Paul Bagwell of Michigan State College; Professor Howard Y. Mc-

### OFFERS REGIONAL ADVISORY DISCUSSION GROUPS

Clusky and Mr. B. M. Crawford of the University of Michigan; Dr. M. L. Smith, Mr. Charles V. Park and Miss Eudocia Stratton of Central Michigan College of Education; Mr. H. Z. Wilber of Michigan State Normal College; and Dr. Edwin Lemert of Western Michigan College of Education. Mr. Jackson Towne, Librarian of Michigan State College and the chairman of the committee, says that the group plans to seek sponsorship by the Council.

The committee plans to offer regional advisory service regarding discussion groups for such organizations as luncheon clubs.

## AROUND THE STATE

The Detroit Public Library is one of 25 libraries recently added to the list of depository libraries receiving the Library of Congress printed catalog cards.

Plans are under way for the compilation of a union catalog of the Michigan State College Library, Michigan State Library, University of Detroit Library, Wayne University Library, University of Michigan Library and the Detroit Public Library. Entries for the holdings of these libraries will be available in Ann Arbor and in Detroit. In Ann Arbor they will be incorporated into the present University of Michigan union catalog. In Detroit they will be indicated in a printed copy of the Library of Congress *Catalog Printed Cards* supplemented by a card file, and will be located in the Detroit Public Library.

The principal uses expected of these catalogs are: 1) to serve as indexes to all reference material in the contributing libraries; 2) to serve as a basis for cooperative purchasing.

The Friends of the Library at Kalamazoo sponsored a program of moving pictures and films December 15, 1942, following numerous requests from relatives and friends of men in the armed forces for information concerning various countries where American troops are serving. Films and slides were chosen from the loan collection of the Kalamazoo Public Library and covered Alaska, the Sahara Desert, Australia, Africa, Ireland, Iceland, the Aleutians and the Pacific area.

Widespread interest has been shown in Ruth Rutzen's article *Converting the Library to War Conditions*, which appeared in the October 1, 1942 issue of the A.L.A. Bulletin. Many practical and concrete suggestions are included which show what libraries are actually doing to adjust quickly and intelligently to wartime demands.

The Junior Librarians of the Detroit Metropolitan Area began their fall season

Sunday, November 22, 1942, with a tour of the Detroit Institute of Arts, conducted by Mrs. Joyce Gnau of the Institute staff. Following the tour, tea was served in the Wardell Hotel. Officers for the year are: Mary Shaw, Chairman; Josef Klimberger, Vice-Chairman; and Grace Dolan, Secretary-Treasurer. The executive board is composed of the organization's officers and Genevieve Casey, Viola Fitch, June Smeck and Eva Sherer.

A charter amendment which provides for retirement pensions to city and library employees of Highland Park was approved at the election in November, 1942.

The amendment, sponsored by the city employees, provides for a minimum payment of sixty dollars a month to municipal employees with twenty years of service, who retire after they reach the age of sixty. The employees thus covered will pay five per cent of their salaries into the retirement fund.

The measure was passed by a vote of 6,510 to 3,602, almost a two-to-one margin, and carried in every precinct. The library staff campaigned actively for the amendment.

### Honorary Memberships

An extremely pleasant feature of the Lansing convention occurred at the annual banquet when honorary memberships in the Michigan Library Association were conferred upon five distinguished Michigan librarians who have retired from active professional duties. The nominees, presented by the Executive Board and approved by vote of the Association, were Dr. William Warner Bishop, Miss Margaret Mann, Mr. Samuel H. Ranck, Miss Flora B. Roberts and Mr. Adam Strohm. Appropriate citations were read for each and these, together with certificates of honorary membership, were later presented to the recipients of the honors.

## Genesee County Library

On October 30, 1942, the last day of their autumn session, the Supervisors of Genesee County voted to set aside \$6,000.00 for the establishment of county-wide library service in Genesee County. Out of the thirty-seven votes cast, there were only two dissenting votes.

An aggressive campaign of education and publicity was carried on following the spring meeting of District 3, at Flushing on May 14.

It was astonishing to the leaders to see how quickly the idea took root everywhere it was presented. Practically every teacher in the county was aware of the movement, and helped in many ways. The County Council of Parent-Teachers Associations made the establishment of a county library its chief project for the year. Club women in several centers were active, as were various clergymen and other influential citizens.

Outside the City of Flint, there are only two public libraries of any size in the county. One of these is the A. J. Phillips Public Library which serves the Village of Fenton and the other is the Flushing Township Library. Small collections sponsored by various organizations are at Linden, Atlas, Mt. Morris and Grand Blanc, and a certain amount of public service has been rendered in connection with several school collections. Nevertheless, it was safe to say that fully 65,000 people were without library service of any kind in one of the most densely populated and wealthy counties of the state.

Following the favorable action of the Board of Supervisors, a Genesee County Library Board was organized. It consists of: Mrs. Daisy Howard, County Commissioner of Schools; Clarence Sheriff, Flint City Assessor; Loyal Scotan, Supervisor of Richfield Township; William Webb, Librarian of the Flint Public Library; and Miss Marion Packard of the Flushing Township Library Board, Chairman.

At the year's end, progress stands thus:

1. Quarters have been secured on the first floor of the Genesee County Court House. Equipment is on the way.
2. A bookmobile has been found and its purchase arranged.

3. Appointment of a suitable librarian will be announced in the near future.

4. Over 500 books have already been purchased and processed. After January 4, 1943, they will be sent to schools in the sixteen townships not now receiving library service. Other schools and local centers will be added as books are acquired.

## M.L.A. District Organization

By *Cecil J. McHale*

Four districts of the Michigan Library Association were represented by their chairmen at the meeting of the Advisory Council November 21, 1942, in Lansing. In a day when travel is not lightly undertaken, this is an excellent showing. Present were Margaret Chapman, Librarian, Coldwater Public Library and chairman of District 1; Frederick B. Cleveringa, Michigan State Normal College Library, chairman of District 2; Marion Packard, chairman of the Board of Trustees, Flushing Township Public Library and chairman of District 3; Alice Brady, Hoyt Library, Saginaw, chairman of District 4.

The district organization was created in 1939-40 in an effort to solve some of the problems resulting from a rapidly growing membership, widely scattered over a large state. The Planning Committee of that year proposed that the state be divided into seven districts whose membership would include not only librarians of all types of libraries but also representatives from trustees, schools, business, parent-teacher associations and other public spirited groups interested in the development of library service. Through these smaller, more intimate groups, the Association corrects some of the difficulties that come with size and centralization, provides added opportunities for librarians and others to get together near at home for discussion of their common problems and objectives, and, above all, creates, through more widespread participation, a proving ground for leadership in association affairs.

The task of coordinating district activities is assigned to the First Vice-President and President-elect.

University of Illinois Library School  
Fiftieth Anniversary

The Library School of the University of Illinois is celebrating its fiftieth anniversary on March 2, 1943, at Urbana, Illinois, coincident with the celebration of the seventy-fifth anniversary of the University. Helen M. Crane of Detroit is a member of the general anniversary committee and Helen M. Clark, Assistant State Librarian, is the chairman of the state committee. Because of conditions due to the war, the program for the Library School will be limited to a dinner in Urbana.

A history of the school is being compiled by the former director, Mr. Phineas L. Windsor, and alumni are asked to contribute such data as: opinions of the school from a student point of view; the curriculum; personal reminiscences; letters; pictures; news items; the national and international influence of the school; its contribution to the development of librarianship as a profession. Names and addresses of alumni are wanted so that a complete directory can be made.

All such data should be forwarded to Miss Clark at the State Library as soon as possible. At the same time, she would like to learn how many alumni would be interested in a celebration of this event in Michigan, and she will also appreciate a statement of opinion as to the value of alumni gatherings at the annual meetings of the Michigan Library Association, such as the breakfast at Lansing in October, 1942.

### Katharine L. Sharp Scholarship

The Katharine L. Sharp scholarship, which carries a stipend of \$300 and exemption from tuition, will be awarded by the faculty of the University of Illinois Library School in March, 1943. The award is made for the second year of study in library science. Application should be filed with the Director of the School, Dr. Carl M. White, Urbana, Illinois, before March 1. Application blanks may be secured upon request.

Among those to whom the Katherine L. Sharp Scholarship has been awarded in previous years is Mr. Donald W. Kohlstedt, Li-

brarian of the Grand Rapids Public Library.

For admission to graduate courses in library science at the University of Illinois, applicants must have had four years of academic study plus one year in library science, all with superior scholarship records. They should present a reading knowledge of two modern foreign languages, one of which must be French or German. They should have had desirable experience and be sufficiently matured to profit from graduate study. Applicants should have a thesis topic in mind.

## The Juniors Are Doing Things

### *Survey of Foreign Language Collections*

The Michigan Junior Members are working on a project which will record data about the foreign language collections in the public libraries of the state, particularly the books available for interloan.

The Projects Committee of the Junior Members Round Table is responsible for the work and Elinor Jean Francis of the Flint Public Library is its chairman. She asks that librarians in charge of foreign language collections send her the following information:

Total number of books in each language.  
Approximate number in each of the broad  
Dewey classifications, specifying whether  
mathematics, aeronautics, fiction, poetry,  
etc.

Approximate number in each group purchased within the last ten years with a note as to the frequency of additions.

Names of any rare or unusual volumes of  
especial interest for research.

★ ★ ★

*Directory of Michigan Librarians*

The Lansing Junior Members are revising the *Directory of Michigan Librarians* under the direction of Elizabeth Hance of the State Library. Until such time as it can be printed, the information will be available in the State Library.

in the State Library.  
Miss Hance asks that the names, addresses, and positions of all librarians in Michigan be reported to her as soon as possible.

# M. L. A. Treasurer's and Auditors' Report, 1942

## TREASURER'S REPORT

January 1, 1942—December 31, 1942

BALANCE in treasury January 1, 1942.....	\$ 570.06
(Including \$280.50 Scholarship Fund)	
RECEIPTS	
Dues	
1941 Personal ..... \$ 18.00	
1941 Institutional ..... 2.00	
1942 Personal ..... 1,156.00	
1942 Institutional ..... 194.00	
1943 Personal ..... 220.00	
1943 Institutional ..... 2.50	
Total ..... 1,592.50	
Convention	
Space rental ..... 566.00	
Meals ..... 744.10	
Registrations ..... 134.50	
Total ..... 1,444.60	
Michigan Librarian	
Advertising ..... 569.84	
Subscriptions ..... 12.50	
Sale of copies ..... 7.85	
Cuts ..... 4.96	
Total ..... 595.15	
Scholarship Fund	
Institute Fees	
District Registration	
Miscellaneous	
TOTAL ..... 4,472.83	
DISBURSEMENTS	
A.L.A. Sustaining membership ..... \$ 100.00	
Bank charges ..... 9.74	
Clerical help ..... 66.40	
Convention expenses, 1942	
Speakers (Fees, travelling and hotel expenses) ..... 305.57	
Meal functions, including tips ..... 782.52	
Badges ..... 1.44	
Printing	
Programs ..... 15.45	
Certificates ..... 15.45	
Music ..... 16.50	
Exhibits ..... 16.13	
Arrangements ..... 7.50	
Miscellaneous (telephone, telegrams, porters, etc.) ..... 15.12	
Total ..... 1,175.68	
Executive Board ..... 199.99	
Michigan Librarian ..... 976.60	
Postage ..... 116.04	
Refunds ..... 3.00	
Supplies, stationery, mimeographing ..... 120.94	
Scholarship Fund ..... 146.45	
Telephone, telegraph ..... 71.10	
Districts	
District number 1 ..... 25.97	
District number 2 ..... 7.75	
District number 3 ..... 4.99	
District number 4 ..... 14.60	
District number 5 ..... 7.10	
District number 6 ..... 6.32	
District number 7 ..... 9.00	
Total ..... 75.73	
Sections	
Children's ..... 9.28	
Trustees ..... 9.83	
Total ..... 19.11	

## Committees

Adult Education .....	40.66
Elections .....	44.71
Institutes .....	243.33
Legislative .....	33.13
Membership .....	12.91
Nominating .....	9.71
Planning .....	13.73
Public Relations .....	7.83
Publications .....	24.48
Salary, Staff & Tenure .....	12.39
Total .....	442.88
<b>TOTAL</b> .....	<b>\$3,523.66</b>

Balance in bank, transferred to Madeleine B. Dunn, Treasurer ..... \$ 981.19  
 Less Outstanding Checks ..... 32.02  
 ACTUAL BALANCE (Including \$330.33 Scholarship Fund) ..... 949.17

## SCHOLARSHIP FUND

January 1, 1942—December 31, 1942

BALANCE January 1, 1942 .....	\$ 280.50
RECEIPTS .....	196.28
<b>TOTAL</b> .....	<b>\$ 476.67</b>

## DISBURSEMENTS

Scholarships at Institutes	
Waldenwoods I ..... \$33.00	
Waldenwoods II ..... 27.45	
Camp Shaw ..... 75.00	
Higgins Lake ..... 11.00	
<b>TOTAL</b> .....	<b>146.45</b>

BALANCE December 31, 1942 ..... \$ 330.33

Respectfully submitted,  
 GRACE A. ENGLAND, Treasurer  
 Michigan Library Association

## AUDITORS' REPORT

January 13, 1943.

The Executive Board,  
 Michigan Library Association.

We have examined the receipts and disbursements of The Michigan Library Association for the period from January 1, 1942 through December 31, 1942 and have found the Treasurer's books in order and all funds accounted for.

Total Receipts .....	\$ 4,472.83
Total Disbursements .....	3,523.66
Balance (Including \$330.33 Scholarship Fund) .....	949.17
Outstanding checks .....	32.02
Balance in bank, transferred to Madeleine B. Dunn, Treasurer .....	\$ 981.19

## Auditing Committee

GEORGE L. PIDAY

CHARLES M. MOHRHARDT, Chairman

## MEMBERSHIP STATISTICS

as of January 8, 1943

1942	*Personal Memberships .....	770
	Institutional Memberships .....	78
1943	Personal Memberships .....	147
	Institutional Memberships .....	2
	Honorary Members .....	5
	<sup>†</sup> Total Membership .....	1002

\*Includes 3 men in service. Memberships to remain in good standing for the duration, by resolution of Executive Board.

<sup>†</sup>Does not include 145 members whose names were dropped in 1942 because of non-payment of dues.

## WARTIME LIVING EXHIBIT

By RUTH RUTZEN

*Wartime Living* is the theme of an extensive exhibit organized by the Detroit Public Library to assist the individual in meeting some of the problems that arise out of the war. The display will be on view in the Main Library, the Downtown Library, and all branches from January 18 to February 13.

The exhibit is arranged in seven major groups: Health; Food and Clothing; House and Garden; Family Relationships; Recreation; Your Job; Your Money. These cover such subdivisions as home nursing, diet and nutrition, wise buying, rationing, conservation of food and clothing, care of household equipment, care of children, recreational activities, job training opportunities, family budgets, and taxes.

A large, colorful poster, designed and executed by a special poster committee, was supplied to all library agencies thereby providing the same motif for all buildings. The individual subject exhibits carry their own posters, and wherever possible, those supplied by government offices have been used.

An explanation of the need and benefits of rationing is the subject of a colorful display in the delivery hall of the main building. Large panels on the main floor corridor contain 126 statements on the differences be-

tween peacetime and wartime living. These statements were written on a large typewriter and then enlarged by photostat. The negative copy, mounted on red board, makes up the panels. The Home Economics Department of Wayne University set up exhibits on nutrition, conservation of clothing (including make-overs) and interior decoration. A local plumbing company furnished another interesting special exhibit which illustrates the differences between pre-war and wartime plumbing equipment. Fixtures made of the plastics and rough iron that have to be used today stand in sharp contrast to the nickel plate and chrome of yesterday.

On three different evenings, counsellors from local professional groups in the fields of family relationships, consumer interests, day care of children, and nutrition, will be on hand to answer questions and give more specific help on individual problems.

Thirteen reading lists on the various subjects included in the exhibit have been prepared by the staff. These, together with many pamphlets and posters secured through the cooperation of government agencies and commercial and professional organizations, are available for free distribution.

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## NELSON ROCKEFELLER ENDORSES VALUE OF LIBRARIES IN PROMOTING INTER-AMERICAN UNDERSTANDING

In the global war we are fighting today, a full knowledge and understanding of the issues involved are essential to the tremendous efforts which must be put forth if the war against Axis aggression is to be carried to victory by the United Nations. These issues encompass many lands and peoples.

In this hemisphere, the major objective of the inter-American program is to build a strong and positive unity among all the American republics in order that they may contribute jointly to the war effort and work together toward sound world reconstruction.

The people of our democracy depend on

the libraries of the country to gather and provide for them the basic written materials necessary to an understanding of hemisphere relations—the history, culture, economy, resources, and needs of all the Americas.

It has been encouraging to witness the energy, high purpose, and firm resolve demonstrated by the librarians of the United States in their contribution to the country's war activities. The cooperation of librarians in doing their share to further mutual understanding among the American republics is a real contribution to the permanent well-being of the entire Western Hemisphere.

## *The Conference in Retrospect*

(Continued from Page 8)

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ween nations but a war between classes as well—a phase of a revolution. That brings before us situations that must be improved now or we lose. The race problem was cited as an example. Other questions of either immediate or postwar significance or both are the relationship of our own domestic problems to the war, and the settling in our own minds of some of the issues that will inevitably come up later, to wit: a world organization without force versus a world organization with police. If the latter, each of us as individuals should prepare to assume the costs and the burdens and the hardships of policing.

Though the speakers no doubt saw the problems ahead in far wider terms than they enunciated, some supplementing of their examples is appropriate: a) Can we have a just and continuing peace without giving all nations reasonable access to the world's resources? b) Are we willing to share the resources we control with the nations we have been fighting? c) What disposition should be made of the East Indies? d) Can resources be shared fairly without changing political boundaries?

### *Planning for the Future*

This leads naturally to planning. Again and again it was emphasized that if we do not plan wisely we can win the war and lose all the benefits of winning. Planning, however, is not the developing of one solution but of a series of solutions for a series of contingencies. It involves the conditions around us, the conditions we can control, and goes beyond these, into broad social and international problems.

But when and how should librarians enter this process? First, by planning the ways in which our own association, the Michigan Library Association, may, despite the difficulties of wartime conditions, preserve its hard-won gains and maintain its influence toward a better way of life in the future. Let that be merely an example of a bit of planning required. Beyond our own planning we must help others, not by telling them what to think but rather what to think

about. Suggested subjects are: world conditions; the race problem; minority groups; rural-urban understanding and cooperation; migratory workers; and the productive use of leisure time.

The means for accomplishing these ends are not difficult. We can utilize lay leadership of our own communities to arouse and direct people's interests. With this lay help and with librarians themselves preparing in a larger way to lead discussion groups, our institutions cannot fail to make a substantial and significant contribution at this time.

The year 1943 holds great promise for the Michigan Library Association. The program of the Executive Board emphasizes the importance of libraries in wartime. The Legislative Committee will actively promote library interests at Lansing. Neither can succeed without active personal and financial support. Dues for 1943 are payable to the Treasurer, Madeleine B. Dunn, Wayne County Library, 3661 Trumbull Avenue, Detroit. The individual membership dues are \$1.50, institutional, \$2.50.

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